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NIXON'S

Assistant in Remembering Dates,

DISTANCES OF THE PLANETS,

HEIGHTS OF MOUNTAINS,

ABRIDGED METHOD OF WRITING,

AND SHOWING HOW CHILDREN CAN BE TAUGHT
TO RECOLLECT THEIR TABLES BY A
FEW HOUR'S STUDY.

TORONTO :

ONTARIO WORKMAN OFFICE, 124 BAY STREET,

1875.

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N I X O N ' S .

ASSISTANT IN REMEMBERING DATES, &c.

Observation establishes it as a fact, that there is no independent organ of memory. The function of memory for its strength is dependent upon two causes—exercise, or a natural development of certain features of the mind. How often do we notice in some persons a wonderful faculty of remembering faces, and yet could not remember their names. The same remark holds good when applied to any function. Now, I take the ground that a method can be instituted to supply the place of that strength of intellect, which seems to be deficient. I do not wish to be understood to say that that particular organ from which the strength of the function is derived increases in its strength, any more than by using glasses improves the sight; and any objection brought to mnemonics on the ground of its being artificial would be no more consistent than to object to the use of any instrument to aid in physical debility. As I make my method of mnemonics particularly applicable to recollecting dates in history, and also to assist children in remembering their tables, it will be expected that I confine myself to both of those branches, and make the plan as comprehensive as it is possible to do in written communication. Allow me, before I close my introductory remarks, to request of those who may purchase my little pamphlet, not to expect any great results, independent of close application to the study of that branch which secures it.

Before we commence to recollect Historical facts through our Mnemonic plan, it will be necessary to commit to memory the key of letters corresponding to our ten digets. The vowel letters will never have any value except when used as an article or the commencement of words, and then *a* shall be understood as figure 1, *e* figure 2, *i* figure 3, *o* figure 4, and *u* figure 5. In remembering the key of letters, they are to be repeated until every letter agreeing with the number comes to the mind quite naturally. When asked to translate chair you are not to hesitate, but instantly give 1 3 6, and so of any word. The Alphabet will be as follows:

NUMERIC ALPHABET.

<i>b</i>	<i>d</i>	<i>g</i>	<i>l</i>	<i>n</i>	<i>r</i>	<i>s</i>	<i>t</i>	<i>w</i>	<i>y</i>
<i>c</i>	<i>f</i>	<i>h</i>	<i>m</i>	<i>p</i>	<i>k</i>	<i>j</i>	<i>v</i>	<i>qu</i>	<i>x</i>
1	2	3	4	5	6	7	8	9	0

VOWELS.

<i>a</i>	<i>e</i>	<i>i</i>	<i>o</i>	<i>u</i>
1	2	3	4	5

Let it be supposed that the key of letters representing numbers are remembered, the next step to be taken will be to observe the following suggestion: From the original name, let it be a City, Battle, Planet, River, seek in the name an idea that sounds like it. Example: Battle of Brandywine. Brandywine conveys to the mind no idea; Brandy was made wine does. The idea of brandy being made wine could be converted into a thousand uses, but the phrase "brandywine" not one.

The date given is 1777. I see no connection between the date and the battle mentioned, neither do I between the date and the idea taken from the name of the battle, but by looking over the key of letters as given, we find that *a* stands for 1 and *s* for 7; now, as there are three sevens given in the date

we have three s's, so the word asses could be substituted for the date, and a connection could be seen between those who should use brandy that had been made wine by supposing they had made asses of themselves. As I will give one hundred examples, sufficient, I think, to acquaint any one with the plan, it will not be necessary to say anything more about it.

SETTLEMENT OF THE STATES.

Maine 1625. This State (Maine) gives the idea of the mane of some animal. Suppose we will take the mane of a fox, and call it a red one. The sentence "a red one" translates the date of the settlement, 1625—*a* standing for 1, *r* for 6, *d* for 2, *n* for 5.

New Hampshire, settled 1623. In this State (Hampshire) we get the sound of ham. How easily to imagine the settlers of the State in building the first *bridge*, they sat down and eat a piece of ham on it. Bridge gives the date of settlement. The words that gives the dates will be in *italics*.

Vermont, 1724. Here we get the expression mount. Mount on a *saddle*, if you will. Very frequently I let the century be understood, and where two letters of the same value occur but one of them are used; *a saddle* would give 1724.

Massachusetts, 1620. In going to mass it is customary to get *ready*.

Rhode Island, 1631. Riding through the Island on a *car hub*.

Connecticut, 1633. Cut a *ragg*. The word rag is spelt ragg when applied to rough stones.

Maryland, 1634. Marry in land, where we might *regale*.

District of Columbia, 1790. Conceiving the government to originate at this point, or its influence is to *sway* could be remembered.

Virginia, 1607. A Virgin would be a proper person to commit the *keys*.

Kentucky, 1792. Tuck is understood by ladies as they sew or *sewed*.

Tennessee, 1765. I see a *skein*.

North Carolina, 1650. Carry *Barny*.

South Carolina, 1689. Carry what you please to a *review*.

Georgia, 1732. This State (Georgia) is the name given to some girls, so we might place her in a *shed*.

Florida, 1580. Flowers on a day are kept by *aunty*.

Alabama, 1713. A lamb, ma. In this example it is difficult to find a good word to give the date. I use the expression, as *each* lamb, etc., etc.

Mississippi, 1716. Just as well call the State Misses *Sober*.

Louisiana, 1699. Remember this date.

Texas, 1687. Taxes are too high *rates*.

Pennsylvania, 1692. Pencils were *carted*.

New Jersey, 1627. It is a hearsay that it is famous for *brides*.

Delaware, 1627. Delay where there are *brides*.

Arkansas, 1685. Can kiss; for so doing she might use a *ratan*.

Ohio, 1788. An odd way some old women have of sighing, oh, hi, o, at the same time they might be sitting by the *stove*.

Indiana, 1730. Indians are not usually *shy*.

Michigan, 1670. Wish again. The party might reply are you *crazy* (crazy).

Wisconsin, 1830. Consign *Athy*.

Illinois, 1749. We might have been taken ill in Illinois, and our recovery was *slow*.

THE INAUGURATION OF THE PRESIDENTS.

In those examples the century will be understood.

Washington 1789. His countrymen could not *bestow* on him a greater favor than to make him their first President.

Adams, 1797. Ad aims to be President, if he has to *squeese* (squeeze) in.

Jefferson, 1801. Would be President.

Madison, 1809. Mad son. A mad son would naturally make a mad expression. When asked if he would like to be President, he should reply in German *yaw*.

Munroe, 1817. Man roe. To be successful in our enterprize we will have to row without ceasing; *cease*.

John Quincy Adams, 1825. Dames *dine*.

Jackson, 1828. Jacksons are *few*.

Van Buren, 1837. You ran to the White *House*.

Harrison, 1841. Hurry son; *lace* quickly.

Tyler, 1841. Tiles are used as a covering, so also is a *tomb*.

Taylor, 1849. Some tailors are *low*.

Buchanan, 1857. Cannons when they explode make a *noise*.

Filmore, 1850. Fill more; ask the question will it *pay*.

Lincoln, 1861. Lin can free the *race*.

Johnson, 1865. Some politicians think they were somewhat *taken in* by this President.

REMEMBERING THE DISTANCES OF THE PLANETS.

They will be understood as reading millions of miles:

Mercury, 37. Curry in a *house*.

Venus, 69. Venice turpentine is good when applied to that part of the flesh made *raw* by some accident.

Mars, 144. Our pleasure is sometimes marred by an unusual noise, say a *bell* for example.

Jupiter, 496. Jew pity her; why? because she became *lower* in the estimation of her race.

Saturn, 906. Sat in turn. The object to be weighed or *way r*.

Herschell, 822. Her shell is a *tuft* (tough) one.

A FEW PROMISCUOUS EXAMPLES.

Archbishop Hughes died 1864. Hews, or one who hews.
The idea conveyed as hewing a rail.

Battle of New Orleans, 1815. Or leans on a cane.

Napoleon III. died 1873. Lay on sage.

A. Hamilton, born 1757. Ill in town through pains.

Byron, born 1783. Boy run on the stage.

Mary, Queen of Scots, beheaded, 1587. She had to remove her bonnet (*bonnets*.)

Bonaparte born 1769. He bore a part of sorrow. He died in 1821. He did turn his face on his misfortunes.

Walpole born 1678, died 1757. A pole resting against the wall, and from their sins.

Penn, the founder of Pennsylvania, was born 1644, died 1718. He, Penn, used a pen in writing the laws to govern both a realm and a sect.

In Ancient History the date of the Deluge occurred B. C. 2348. Why not feel it was pouring down rain on us, and we would beseechingly say, *do halt*

The Kingdom of Israel fell, 588 B. C. Israel; is it real that it stood on a pivot.

I think from the examples now given, any one can prosecute the system to advantage. To prevent the waste of time, when an occurrence comes before you that a striking resemblance does not appear, remember the fact by the ordinary method.

THE PLAN TO ASSIST CHILDREN IN REMEMBERING
THEIR TABLES.

To assist children in remembering the Multiplication Table, I first hold a short conversation with them on that subject. I say to them multiplication means to ascend, to advance or go up. Division conveys to the mind an opposite idea, to separate, or lessen a quantity. That a correct impression may

be conveyed to the child as regards multiplication, see that they can discriminate between the value of figures. Question which of 4 or 5 is the least; then tell them they are always to take the least figure as the base or multiplier of any other. And should any question be given them where the higher number is used as the multiplier, they are to reverse it. 5 times 4 is not a proper question to be put to the child to remember, on the ground 4 being less than 5 brings it more properly under the head of division. Why not state at once the question as it ought to be, 4 times 5, and when the product of those two figures are remembered, reversing them, 5 times 4 gives the same fact. What I have said as regards the 4 and 5 holds good with all other figures connected with the Multiplication Table. The square of a number being the same number repeated, we take the square of each one of the digets as the foundation, or starting point, in remembering the multiple of the square number by any other as far as 9. I cannot conceive why in the standard multiplication table require of children answers to be remembered beyond the square of 9. Why introduce 10 times, 11 times, 12 times, and not 13 times, 14 times, 22 times, and up to 100? Every educator knows it is only necessary to remember the product of any one figure by another. When we go beyond that there is no stopping place.

I will now show how a child can be taught to remember the 81 facts connected with the multiplication table. To do so I require of them to remember, by repeating over time and again, until every letter used as the substitute for the number comes to the mind as readily as the letters in a word.

ALPHABET.

<i>b</i>	<i>d</i>	<i>g</i>	<i>l</i>	<i>n</i>	<i>z</i>	<i>s</i>	<i>t</i>	<i>w</i>	<i>y</i>
1	2	3	4	5	6	7	8	9	0

The teacher, to be satisfied those letters are well remembered, should put questions to the class as follows :

What figure does letter r stand for?

Answer.—6.

What figure does letter w stand for?

Answer.—9.

Then let the combinations be brought in.

Question.—What would the word bad stand for in figures?

[Here let the teacher explain, the first letter b in bad stands for 1, and the last letter d stands for 2, hence bad must stand for 12.] It would be advisable to select the 36 key words in this exercise.

Example.—The key word for 6 times 8 is lot. Require of the pupils to translate the word lot into figures: 1 4, 1 8. Say to them the vowel letters have no significant value. I would advise not to tell the children the final intent of those key words until the proper time. Fifteen minutes is long enough for any one lesson. If thought prudent the general terms which we have selected as the foundation for remembering each division, might be given in connection with the first lesson. There is no object to be remembered for one time, because the answer to the question is given at the same time. In 2 times we have selected Dog lee; in 3 times, Gun; in 4 times, Lamb; in 5 times, a Nun; in 6 times, a River; in 7 times, a Ship; in 8 times, a Tree; in 9 times, a Watch.

Intimate to the scholars, when any question is given them in 4 times, they are to depend upon the story to be told them about a Lamb, and so on of 6 times River, etc.

I have found it a very good way to exercise by the following method :

Question.—6 times 6. Answer.—(Quick) River.

Question.—3 times 3. Answer.—(All together) Gun.

Question.—9 times 9. Answer.—Watch.

If the teacher can, when proposing any times, get the class to think of the letter corresponding to the number of the times, and that letter must be the first in the spelling of the object. Thus, when we say 7 times: S stands for 7, hence s for 7 and s for ship. Much can be gained in this practice. I find it best to commence in 9 times, as in that division there is but one object to remember. Now, in every one of the divisions, make on the black board, a drawing similar to the

		9

one before you. In the square of the times you are about illustrating place your object. In 9 times we are to have our watch in the 9th square. Now, you may tell the class you dropped your watch in a *tub* of water, if you please. You can now ask them to give the

word that belongs to watch. Answer: Tub. Request of them to translate tub—*t* 8, *b* 1—81. Let it be distinctly understood that this is the only fact to be remembered for 9 times. When any question is given below the square of 9 they are to reverse it. In 8 times, where we have a Tree, say to the class you want a peculiar tree; you want one that will do to make a rail and produce seed. Rail and seed give the answers to 8 and 9 of 8 times. As our key words increase as we descend, I have thought of arranging them in short stories. In seven times, a Ship is our foundation word. The story is, a ship sails north under a low rig. The words that give the several answers are *low*, *north* and *rig*. To locate those words, make the plural of *low*, cut off the *h* in *north*, and annex the *w* in *rig*, by saying “we rig.”

River is the foundation word of six times. The story is: The rive Nile has loads and a lot of *gar* in it. The letters italicised gives the answers, and the last letter the square.

Nun, the foundation word for five times. The words are *dine*, *gay*, *geans*, *lye*, *line*.

Lamb. the foundation word for four times. The words are

bare, day, dollar, dates, good at, grow. The teacher will have to manufacture a story out of those words.

Gun, for three times. The gun was a *wee* one. There was a dispute between six men as to whom it belonged. Their names are as follows: *beedel, ben, beater, dobs, dolt, deswe.*

Dog lee for two times. The words are *lee, rage, tale, boy on, bad ear, blues, brute, bite.* To incorporate those words into a kind of story I would do it in this way: I should commence by telling them a *tale*. The tale would consist of his qualities; one was to *bite*; he was constantly in a *rage*; he was a *brute*; he was subject to the *blues*, he had a *bad ear*; the last time I saw him there was a *boy on* his back.

In ten times, we say to the class annex the cipher when the sum is multiplied. This should be explained on the board.

In eleven times, when the sum given is below the square of eleven, repeat the statement twice. When the square is required, and numbers beyond the square, add the figures together and the sum write in the middle. Example: 11 times 11; one and one are two; the 2 place between the two ones, thus, 121. 11 times 52; 5 and 2 are 7; the sum 7 written between the 5 and 2 would read 572. When the combination exceeds 10, add the one to the left-hand figure.

In multiplying by 12, the plan is this: The product of the last figures are disposed of as follows: the first one of the two has to be added to the foundation of the first, and the last figure annexed. Example, 12 by 56; 5 times 12 are 60; 60 is the foundation term; 6 times 12 are 72, the 7 added to 60 would give 67, and the 2 annexed gives 672, the answer.

Where we multiply in a single line, when the factor does not exceed 20 the plan is to add in the 1 of the factor as follows: 46783 by 16.

46783 16 748528	In the execution of this sum I commenced by saying six threes are 18; the 8 I set down, and the one I added to the three in the multiplicand; I then said 6 times 8 are 48 and 4 are 52; the 2 I set down, and
--	--

the 5 I added to the 8 in the multiplicand, making 13; I then said 6 times 7 are 42 and 13 are 55; the 5 I set down, and the other 5 I added to the 7 in the multiplicand; and so on with the remaining figures.

When using three figures as the multiplier, we pursue the following method:

6543 312 2041416	The multiplicand now becomes the multiplier: 3 times 12 are 36; the 6 set down and the 3 carried and added to the multiplier of 4 times 12 are 48 and 3 are 51; the 1 set down and the 5 carried and added to the 5 times 12 are 65 and 3 times 3 are 9; 65 and 9 are 74; the 4 is set down and the 7 added to 6 times 12 are 72; 72 and 7 are 79, and 3 times 4 are 12; 79 and 12 are 61; the 1 set down and the 9 add to 3 times 5 are 15 and 9 are 24; the 4 set down and the 2 add to 3 times 6 are 18 and 2 are 20; the 20 set down, when you have the above example.
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To multiply readily by three or four figures, we should commit to memory a multiplication table extending to 100. That is, we should remember as far as nine of the given factor. How to do this, I will explain in the latter part of this work.

4567 2336 10668512	I committed myself to memory the answers to as far as 9 of 23 times, also of 36 times; having done so, I am prepared to give the product of any number of figures in a single line, with just about as much ease as were I to multiply by the single figures. I will go over this sum as I did it,—it being the last example in multiplication: 7 times 36 are 252, the 2 set down 25 add to 6 time 36, 216; 216 and 25 are 241; the 1 set down, and the 24 add to 5 times 36, 180; 180 and 24 are 204, and 7 times 23 are 161; 161 and 204 are 365; the 5 set down, the 36 add to 4 times 36, 144 and 36 are 180, and 6 times 23, 138 and 180 are 318; the 8 set down, the 31 add to 5 times 23, 115; 115 and 31 are 146; the 6 set down and the 14 add to
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4 times 23. 92; 92 and 14 are 106. which completes the operation

HOW TO GIVE THE DAY OF THE WEEK FOR ANY GIVEN DATE.

I have committed to memory the indices for the several months. They are as follows: June has an indice of 1; September and December, 2; April and July, 3; January and October, 4; May, 5; August, 6; February, March and November, 0. In addition to this, I have also remembered the indices of the several years in the century. Now, when any statement is given in the month of June I add 1 to the sum: that is, if you say the 6th of June I add 1 to 6; should you say the 19th of the same month I add 1; should you say September or December, I would add 2: or, in so many words, whatever month is given I add the figure of that month. And as the years also have an indice, I likewise add the indice of the year. I then divide the amount by 7, and the remaining number I call the day of the week. When there is 1 over I call it Sunday, because Sunday is the first day of the week; when there are 2, I call it the second, or Monday; 3, the third or Tuesday; 4, the fourth or Wednesday; 5, the fifth or Thursday; 6, the sixth or Friday; and when it divides even I call it Saturday.

There is but one exception to the rule. In the months of January and February of leap year call the sum one less. The indice of this year, 1875, is 1, wanted the 26th April this year.

April.....26
 Indice of April.. 3
 Indice of year... 1

7)30(4
 28

2—Monday.

The 6th of August this year :

August6

Indice of August .6

Indice of year.....1

7)13(1

7

6—Friday.

AN EASY METHOD OF REMEMBERING THE SEVERAL INDICES OF THE YEARS.

Make a selection of one hundred words, arranging them so as the first letter or letters of the word will represent the year, and the last letter of the word to express the indice of the year. This proposition can be only understood by those who have committed to memory the Alphabet of Letters agreeing with numbers. I will give a table of words myself, leaving it discretionary with others to frame a better one

TABLE OF WORDS.

Years in Century.	Symbol.	Indice of Year.	Years in Century.	Symbol.	Indice of Year.	Years in Century.	Symbol.	Indice of Year.
1801	Bass.	7	1835	Hens.	7	1868	Rates.	7
2	Dace.	1	36	Gard.	2	69	Raw, b.	1
3	Gad.	2	37	Hash.	3	70	Sized.	2
4	Maul.	4	38	Hotel.	4	71	Sobage.	3
5	Pin.	5	39	Gown.	5	72	Sadden.	5
6	Rake.	6	40	Lays.	7	73	Sugar.	6
7	Seas.	7	41	Lace.	1	74	Sails.	7
8	Toad.	2	42	Led.	2	75	Snob.	1
9	Wig.	3	43	Log.	3	76	Surge.	3
10	Axel.	4	44	Maulin.	5	77	Sissel.	4
11	Bobin.	5	45	Link.	6	78	Satin.	5
12	Beads.	7	46	Lakes.	7	79	Saw, her.	6
13	Bag.	1	47	Lass, c.	1	80	Tax, b.	1
14	Blood.	2	48	Lath.	3	81	Tubed.	2
15	Bung.	3	49	Lowel.	4	82	Ted, age.	3
16	Barn.	5	50	Pay, on.	5	83	Vigil.	4
17	Bask.	6	51	Packer.	6	84	Tiler.	6
18	Boats.	7	52	Pad, c.	1	85	Tins.	7
19	Bow.	1	53	Paged.	2	86	Tar, tub.	1
20	Fox, age.	3	54	Plug.	3	87	Teased.	2
21	Double.	4	55	Pannel.	4	88	Tattle.	4
22	Defined.	5	56	Park.	6	89	Town.	5
23	Dagger.	6	57	Pass.	7	90	Waxer.	6
24	Dulce.	1	58	Pat, b.	1	91	Webs.	7
25	Dined.	2	59	Pawed.	2	92	Weed.	2
26	Drag.	3	60	Rayl.	4	93	Wig.	3
27	Dasel.	4	61	Robin.	5	94	Well.	4
28	Dater.	6	62	Reader.	6	95	Wine.	5
29	Daws.	7	63	Reeds.	7	96	Wires.	7
30	Hay, c.	1	64	Reeled.	2	97	Was, b.	1
31	Hubed.	2	65	Ring.	3	98	Waited.	2
32	Good, ale.	4	66	Rare, ale.	4	99		3
33	Hogan.	5	67	Rasp.	5	1900		5
34	Hailer.	6						

HOW I REMEMBER A PROMISCUOUS ROW OF FIGURES.

Let us take the following:

7 2 2 8 4 5 6 2 9 5 8 5 6 9 7 9 1 8 5 1 2 0 6

I have already intimated I had remembered 100 words or symbols corresponding to the years in the century. I use them also as a means to bring to the mind figures given in any order. To do it I proceed as follows: The first two figures 72. A word is framed from the Numeric Alphabet, the letters of which word agree with the number 72; "s" and "d" are the letters,—the word would be seed. Now that seed I associate with No. 1 symbol, or Bass. I imagine at the time the experiments are given throwing seed into the water to feed them. I pay no more attention to that fact, but take up the next, 28. I imagine the Dace being a fat one. Dace is No. 2 in the symbols. 45 are the next figures in the list; "l" "n" agree with 45, so that "line" is substituted and connected with the 3rd symbol, Gad, by supposing the gad is sometimes used as a line. 62 are our next figures; the word rod will give 62; red will also give the same figures, so I should paint the Maul red. 95 are the next; the word wine will answer our purpose; to get the wine out of the bottle I might have to use a Pin to remove the cork. 85 next in the list; tan will translate 85; a rake could be used in collecting it together. 69 next; the word raw will be the substituted word. Seas is the symbol for No. 7; I could see an analogy by standing by the sea-shore on a raw or cold day. 79, sew; it would be so nonsensical to sew a toad; we could not help but remember it. 18, boat; throw a wig in it. 62, rib; cut it with an axe. 20, day; has to be associated with bobin; we were all day working with them, etc., etc. Having gone over the lesson in this way, when No. 6 is called for I know that the symbol "rake" stands for No. 6, so I remember the last thing I was doing with it, collecting "tan," or 85. To give

the numbers singly, I think of the words associated with the symbols in their order, and translate those words to their corresponding numbers.

NUMERIC ALPHABET.

<i>b</i>	<i>d</i>	<i>g</i>	<i>l</i>	<i>n</i>	<i>r</i>	<i>s</i>	<i>t</i>	<i>w</i>	<i>y</i>
<i>e</i>	<i>f</i>	<i>h</i>	<i>m</i>	<i>p</i>	<i>k</i>	<i>j</i>	<i>v</i>	<i>qu</i>	<i>z</i>
1	2	3	4	5	6	7	8	9	0

VOWELS.

<i>a</i>	<i>e</i>	<i>i</i>	<i>o</i>	<i>u</i>
1	2	3	4	5

That the letters may become familiar, I would recommend they be used as a brief in writing. When any figure is written below the line it will be understood as standing for one of the last letters as written in the alphabet; that is, if figure two was written below the line, it would stand for the letter *f*, if above the line, the letter *d*. The dot, as used in writing the letter *i*, will represent one of the vowel letters; when it occurs above the consonant, it will stand for *a*; when on a level with the top of a letter it will be *e*; when located in the middle of a letter, it will stand for *i*; when on a level with the bottom of the letter, it will stand for *o*; and when below the letter, it will be *u*.—Should the consonant letter occur first it will read first. The same of the vowel letters. Where the union of vowel letters occur, I convert the dot into a slight dash. When the combination of consonants occur, I increase the length of the letters. The only figure I entirely alter is the one that stands for *t* and *v*, which will be understood by reference to the engraving.

CHARACTERS ABBREVIATED.

1	2	3	4	5	6	7	8	9	0

COMBINATION OF VOWELS.—LETTERS.

AA	AI	AE	AO	AU

thou art the man; the day is fine.

dear sister will you ever come home

what do you think of my method

writing